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ABSTRACT

The purpose of this report is to promote further development of international education in Colorado through the expansion of foreign language instruction, student and faculty exchanges, enrollment of international students, collaboration with state and private sector entities in international commerce, and the establishment of consortia agreements. It also addresses the need to convince the public that international education is a worthwhile goal, and reviews the current status of international education programs at various colleges and universities in Colorado. The report recommends that: (1) higher education institutions develop more consortial arrangements; (2) institutions put a greater emphasis on international education; (3) the state promote international education; (4) the state provide increased support for foreign language instruction at the elementary and secondary level; (5) regulations on international credit transfer be eased; (6) the Colorado Commission on Higher Education (CCHE) work with other agencies to promote international education; (7) elementary and secondary schools utilize "Model United Nations" programs to promote international education; (8) international exchange programs be expanded; (9) all undergraduates complete at least 1 year of foreign language instruction; and (10) CCHE work with other organizations to increase the number of international education partnerships with the private sector. (MDM)

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COLORADO COMMISSION ON HIGHER EDUCATION

Report of the Committee on International Education

April 1994

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EXECUTIVE SUMMARY

The principal purpose of this report is to promote further development of international education through the expansion of foreign language instruction, student and faculty exchanges, enrollment of international students, collaboration with state and private sector entities in international commerce, and the establishment of consortial arrangements. The 1993 Talmey-Drake research study shows that only 12% of respondents in Colorado place a high value on foreign language instruction as a fundamental element of education. This is one indication that the public does not very strongly believe in international education as a fundamental goal. In contrast, about 1,400 companies in Colorado now export a wide range of products ($3.4 billion in 1992) and employ nearly 22,000 Coloradans.

State-supported postsecondary institutions engage in diverse international programs, projects, and activities. These range from the direct involvement of faculty members in international development projects and assistance to linkages via telecommunications with elementary-secondary schools for language instruction. Inter-institutional exchange agreements offer semester and full year study abroad programs for students and nurture relationships between Colorado postsecondary institutions in countries from Mexico to Taiwan. Burgeoning consortial agreements allow students from several institutions to participate in study programs together, thus enabling more programs in areas of the world that have not traditionally been sites. Consortia also create programs for institutions that might not otherwise be able to have them.

The report recommends specific actions to be undertaken by CCHE, the governing boards, the legislature, and individual institutions. These steps would create more funding and other forms of support for international education. They encourage broader collaboration among bodies within and external to the state higher education system and improved linkages with the K-12 sector. Higher education institutions seek to become more integrally involved in international economic development, intercultural relations and other initiatives which the state of Colorado will take as it moves toward the 21st century.

INTRODUCTION

> U.S. scholarly hegemony may have persisted slightly longer than the country's economic and political dominance, but the directions of change are undoubtedly the same. Clearly the capacity of the U.S. higher educational community to recognize this change and adapt thereto may be as significant as the nation's response in other segments of its affairs.
>
> (Goodwin and Nacht, 1991)

The principal purpose of this report is to encourage the growth of international education at all state-supported postsecondary institutions. This encouragement may assume a variety of forms, including the expansion of foreign language instruction; inter-institutional agreements for student and faculty exchanges; collaboration with state and private sector agencies in international trade and commerce; and the establishment of consortia and consortial arrangements to share resources and maximize funding. A statewide committee produced this report, and its members want to make the Commission more aware of the range of projects and activities already occurring at state supported institutions of higher education. Simultaneously, the committee challenges the state and its citizenry to help higher education institutions improve their collaborative efforts, provide better services for students, faculty and staff, and promote greater internationalization of the campus and the curriculum.

One fundamental challenge facing international education proponents in Colorado is to convince the public that international education is a worthwhile goal. The 1993 Talmey-Drake research survey, conducted for Agenda 21, indicates that only 12% of respondents believe that foreign language instruction is an essential feature of education. Wider acceptance of international education as a value may virtually require a reversal of public opinion.

Translating moral support into actual practice may be just as difficult. Although global awareness is a positive concept for many people, there is decidedly less willingness to devote resources to its achievement. Clearly, there is a case to be made for internationalism. Broader cultural awareness, better language skills, and improved international economic capabilities are requirements for both the public and private sectors. The crises in the Persian Gulf, Somalia, and Bosnia, combined with the seemingly perpetual trade deficit, are only the most compelling demonstrations of the need for better expertise in international affairs. A combination of better language and people skills will serve Colorado students well as the state extends its outreach through the North American Free Trade Agreement, the opening of Denver International Airport, and similar enterprises. With the worldwide expansion of commercial opportunities, state markets extend beyond national dimensions.

Colorado already enjoys impressive depth in international business. Approximately 1,400 companies currently export a wide range of products. The value of 1992 international exports from Colorado was $3.4 billion. Approximately 182 foreign owned companies now operate in

the state, and employ 21,638 Coloradans. When matched with the human resources and talent at institutions of higher education, these businesses create a powerful combination for economic development. More cooperative educational partnerships with the private sector can reap untold benefits. The time has arrived to strengthen the international ties between campuses and the state business community. The replication of faculty resource directories such as the one distributed by the UCB Center for International Research and Education Projects.

Admittedly, there is a natural hesitance toward any proposal to commit more resources to international education. Budget constraints have led at least one institution to reconsider the rationale for having a foreign language requirement. Nonetheless, as Colorado integrates its economy more into the global sphere, the educational needs of its citizens will expand proportionately. It has long been apparent that international education is an integral component of a college student's fundamental learning requirements. The state's higher education institutions have a growing responsibility in this area. They must take the lead.

CURRENT STATUS

Many observers view international education as a narrow field. For them, it often brings a single idea to mind. Perhaps they think of study abroad. Or they associate it exclusively with foreign student affairs. Foreign language studies may be viewed all too narrowly as a single course rather than as a window on to a new culture and an entree to understanding it. In fairness, this is not just casual thinking. A comparison of the way various institutions treat international education explains the confusion. On one campus, an office of international education may actually be a student services office which primarily serves the needs of international students. On others, an office with the same title may represent much more than that.

Of course, people who consider international education in singular terms commit a terrible error; they fail to recognize the diversity of this field. International education really encompasses a broad range of administrative units, projects, and activities. It includes exchange programs for faculty and students, foreign language programs, international relations, area studies and related academic programs, international students and foreign student affairs, international business education, international economics, community based programs, and more. Examining each of these areas affords a better understanding of the way higher education institutions approach the field. This report considers many of them, both individually and collectively, as part of an effort to create a better understanding of what international education means in Colorado. Its additional purpose is to stimulate greater support for international education at state-supported institutions of higher education.

Colorado public colleges and universities manage to accomplish many good things in the field of international education despite financial constraints. Still, it remains equally true that more could be done with additional resources. Smaller institutions lose because they enroll fewer students. Larger institutions struggle to maintain what they already have in place, although they would like to offer more foreign languages and area study programs and include more foreign

scholars among their faculty members. International education has become widespread despite many obstacles. This section of the report outlines some of the many programs, projects, and activities that are underway. It presents an overview rather than a comprehensive listing. The tables at the end of this report give specific details about each institution and its offerings.

COLORADO SCHOOL OF MINES

The most coherent and active form of international education at CSM is the undergraduate program minor in international political economy, which is housed in the Division of Liberal Arts and International Studies. Any undergraduate student may utilize credit hours allowed for the fulfillment of liberal arts requirements and electives to pursue this 18 hour minor. The six year old program focuses on the developing world, with particular attention to Latin America and Asia. The International Institute and its two subordinate entities, the Latin American Center and the Asia Pacific Center, concentrate on public policy issues relating to natural resources in the developing world. In addition to undertaking political risk assessment projects for corporate clients, the institute also works with various Latin American governments. No single entity exists to coordinate either academic or nonacademic international activities on campus. Likewise, no formal study abroad programs exist at CSM, although there are three linkage agreements with universities in Sweden, Austria, and Mexico that specifically allow exchanges. Ad hoc experiences at other foreign universities or with companies having operations outside the United States are occasionally arranged through the International Institute.

COLORADO STATE UNIVERSITY

International education at CSU has many dimensions. Several study abroad programs permit undergraduates to spend a semester or more at a foreign university. Many of these involve formal exchanges such that students from foreign countries study at CSU at the same time. In addition, students are systematically guided to study abroad programs that are operated by other institutions. Recently CSU developed a series of short term (typically summer) international experiences for undergraduate students. These feature work experiences in clinics, laboratories, or field placements; they might be considered a form of internship. CSU offers many international experiences as part of its regular on campus program offerings. Studies in foreign languages and formal area studies are available, as are courses on the international dimensions of many disciplines (e.g., international business). On-campus students also have an opportunity to interact daily with hundreds of international students who are enrolled at the university. There are numerous programs designed to bring about close contacts between American and foreign students, the most elaborate of which is the well known "International Week."

UNIVERSITY OF SOUTHERN COLORADO

USC has dedicated a great deal of energy and resources to international education in recent years. Four years ago the university established its first foreign student exchange program with the University of Tubingen in Germany. Since then, a total of 11 USC students have studied in Germany and 21 students from Tubingen have come to USC. USC now has an exchange

agreement with the Robert Schuman University in Strasburg France, and two universities, Universidad Popular Autonoma Del Estado De Puebla and the Universidad Autonoma de Chihuahua, in Mexico. USC makes a strong effort to internationalize its campus by encouraging foreign students to spend a year there. In 1992 the university developed an International Student Incentive program, which has brought 49 European students to campus. These are in addition to 148 students at USC from Africa, Asia, and the Middle East. USC presently has 21 foreign scholars teaching on campus and is developing an international faculty exchange network to enable USC faculty members to travel abroad. The university recently developed a Center for International Programs which will be the focal point for international activities on campus.

FORT LEWIS COLLEGE

The new general education program at FLC exposes all undergraduates to international perspectives on human issues. This program requires a year of foreign language study or mathematics for all graduates. FLC also requires that all graduates take a course in a non-western civilization. The college encourages students to participate in the "Innovative Month" course offered every summer. Through an innovative curricular format, students may also develop, under the direction of a faculty advisor and with the approval of a college committee, a student constructed interdisciplinary major in international studies. These frequently are interdisciplinary and designed to meet the special needs and talents of individual students. Various "Innovative Month" courses are offered during the summer to facilitate student travel to China, England, Mexico, and South America. Each summer between 50 and 75 Japanese students attend a ten-week intensive English language program on the campus, and 60 to 75 Japanese students enroll at the college as regular degree students. The Sociology Department has instituted a semester long community service practicum in Mexico and the Modern Languages Department has affiliations with universities or language institutes in Mexico, Ecuador, Guatemala, and Spain. Recently, the School of Business Administration implemented a junior trimester abroad program.

UNIVERSITY OF COLORADO - BOULDER

International educational activities at UCB consist of formal and informal exchanges of students and scholars, hosting foreign students, academic programs including traditional foreign language degrees, area studies and international emphases in specific degree programs, and numerous contractual arrangements and cooperative research programs throughout the world. CU-Boulder maintains 37 formal exchange agreements with cooperating institutions in France, the United Kingdom, Germany, Sweden, Sabin, Japan, Taiwan, Costa Rica, Italy, Santo Domingo, Ghana, and Australia. During the 1992-93 academic year, approximately 370 CU-Boulder students were sent to study abroad either for one year, one semester, or shorter summer program periods. Approximately 70 foreign students from cooperating institutions attended CU-Boulder either for one academic year or one semester during the same time period. In addition to these 70 exchange students, CU-Boulder hosted over 1,000 foreign students as regular degree seeking students. The university invited approximately 450 visiting foreign faculty to reach or conduct research during 1992-93. Most of these were temporary scholars, although some became

permanent employees who helped serve the teaching and research needs of the university. It is difficult to determine how many CU-Boulder faculty participate in international educational exchanges, since there is no centralized way of gathering this information. However, CU-Boulder has contracts totaling over $4,497,000 which have an international emphasis or focus. CU-Boulder awards undergraduate degrees in Chinese, French, Italian, Japanese, Russian, Spanish, Asian Studies, International Business, Central and East European Studies, Germanic Studies, Latin American Studies and International Affairs. It awards graduate degrees in related fields.

UNIVERSITY OF COLORADO - DENVER

In 1992 UCD created an Office of International Education and named a permanent director. The university's primary purpose in establishing the office was to expand student access to international programs. The office set a goal of providing some sort of study abroad opportunity for all UCD students within five years. During its first year of operation, the Office of International Education sent 14 students to study in Russia at Moscow State University and arranged for four students to study Chinese at Yunnan University in Kunming, China. The National Endowment for Humanities awarded the university a $120,000 grant to expand the Russian language program in the College of Liberal Arts and Sciences. Through other outreach activities, UCD has established a working relationship with Teikyo Loretta Heights University. It has also invited students from other colleges and universities in the state to participate in its summer language study program with the University of Mexico (UNAM). UCD has attracted 200 to 300 high school students to its annual conference at Denvers West High School. The Graduate School of Public Affairs has a statewide reputation for its international programs and activities. Among its more notable projects are the Aspen Institute and Global Forums. These well known events cover a wide range of topics in international affairs and attract world leaders as participants.

UNIVERSITY OF COLORADO - COLORADO SPRINGS

International programs and activities are central features of the lives of students and faculty members at UCCS. Curricula in the School of Business and the College of Letters, Arts and Sciences reflect the university's emphasis on internationalism. The College of Business has initiated student exchange programs with two foreign institutions and by the fall of 1994 there will be 35 international students on campus. The School of Education and the College of Engineering and Applied Science are currently negotiating exchange agreements. The Cross-Cultural Center, which is funded through the university's Title III program, facilitates an ongoing study abroad program and helps assure a supportive multicultural environment on campus. One faculty member is participating in a faculty exchange program in England, and another is in Paraguay on a Fulbright Fellowship for the 1993-94 academic year. The newly developed campus vision statement commits UCCS to preparing students for success in the global community.

UNIVERSITY OF NORTHERN COLORADO

The University of Northern Colorado commitment to international education is reflected in its curricula, exchange programs, research centers, and study abroad opportunities. Through such initiatives as the NAFTA Business Center, undergraduate majors in international studies and international trade and commerce, summer foreign language institutes, as well as general education requirements in the multicultural/international arena, UNC seeks to enhance student cultural and geographic perspectives. The Office of International Student Services supports these efforts through ongoing orientation, advising, social and educational activities for over 200 undergraduate and graduate foreign students. UNC maintains a number of student and faculty exchange agreements, the most notable one with twelve institutions of higher education in Taiwan. During the last decade, the agreements have sought to build upon teacher education efforts shared by UNC and the Taiwanese institutions.

ADAMS STATE COLLEGE

ASC is currently recommending changes in its general education requirements, some of which include "foreign language and international (multicultural) education." The college is also encourages students to take elective course work in foreign language and international issues leading to academic minors or areas of emphasis. Currently, foreign language course work is available in Spanish, German, French, and Japanese. Adams State also helps to meet the public schools' needs for qualified Spanish language teachers.

MESA STATE COLLEGE

In its general education curriculum, Mesa has recently instituted a requirement for one full year of foreign language study for all B.A. students. The college also makes courses that are devoted to the study of various cultures available to students.

METROPOLITAN STATE COLLEGE OF DENVER

MSCD has an Office of International Studies and Services that oversees the college's commitment to international education. The office works with the Committee on International Education to review all international courses and programs on campus. MSCD is currently working to expand study abroad opportunities for its students. The college annually presents numerous international programs, forums, and campus events. MSCD is seeking more international grants to make study abroad programs broadly accessible to students and faculty. The college also provides basic services for foreign students.

WESTERN STATE COLLEGE

WSC is currently considering expansion of its language studies offerings. Other initiatives include efforts to create an interdisciplinary area studies program and secure a visiting scholar from another country. WSC also plans to establish an international student center and more

study abroad programs. The college will also develop more convocation programs around international themes.

NORTHEASTERN JUNIOR COLLEGE

NJC offers foreign language instruction in French and Spanish. Within the social studies and business curricula, instructors will continue to add components on international cooperative agreements, events, and economic trends to keep students apprised of world events. The college is developing a special consultative agreement with Baker-Cotton University staff of Tokyo, Japan. It is hoped that this agreement will result in Japanese/American student exchanges at the high school and college levels, as well as continued staff exchanges and cooperative programming between the two schools. In March 1992, a student exchange between NJC and Yamamura Women's Junior College will occur.

COLORADO NORTHWESTERN COMMUNITY COLLEGE

Since the fall 1992 semester, CNCC has added a requirement for a second year of foreign language instruction. The college emphasizes and is expanding enrollments in such courses as cultural anthropology, humanities, world/western civilization, world literature, comparative government, international relations, and international business. CNCC is also implementing an English-as-a-Second Language program to assist foreign students. The college forges progressive links with organizations and agencies which can assist CNCC in selectively recruiting 40-50 foreign students a year. CNCC plans to utilize the presence of international students on campus to improve learning experiences for the remainder of college clientele.

OTERO JUNIOR COLLEGE

The campus administration is re-establishing the International Student Organization, which helps foreign students adapt to the campus. OJC conducts cultural seminars by foreign students for the general student population. It is instituting an ESL support service primarily for Japanese students. With respect to the curriculum, OJC is incorporating foreign market information in relevant business, economics, and business management courses. The college is developing a new business course entitled, "The International Business Environment." OJC is expanding the number of course sections offered for Spanish.

RED ROCKS COMMUNITY COLLEGE

Red Rocks offers foreign language instruction in French, German and Spanish. International education is available on both a credit and non-credit basis. The non-credit continuing education international offering, "Emerging International Issues Lecture Series," invites recognized international leaders to speak to students, faculty, administrators, businessmen and women, community leaders and interested individuals. The business department offers a course entitled "International Trade and Commerce."

PIKES PEAK COMMUNITY COLLEGE

PPCC has hosted visits from professors and administrators from several countries. Currently a committee is preparing a plan to provide faculty and staff development, curriculum infusion activities, student and faculty exchanges, public service exchanges, and seeks external funds to support its activities. The school currently has a foreign language exchange program, interdisciplinary courses in the humanities focusing on Mexican American and Native American cultures, and training for multi-national companies.

LAMAR COMMUNITY COLLEGE

LCC is exploring methods to include an international perspective in areas which include recruiting, program development, and curriculum improvements.

INTERNATIONAL EXCHANGES

Inter-institutional exchange agreements for students and faculty are well established traditions in Colorado higher education. Once struck, however, these agreements may subsequently suffer from lack of attention, financial support, or implementation. Colorado postsecondary institutions have many such agreements, although some may not be active. These agreements divide mainly into two categories: student and faculty exchanges. Student exchanges are successful not only because they expand horizons and increase global consciousness, but also because they create academic opportunities that would not be available at home. Faculty exchanges enhance professional development and facilitate research that requires travel. UCD, for example, recently established an exchange agreement with the University of Mexico (UNAM). This agreement enables students from all state-supported institutions to visit Mexico and study Spanish - an opportunity many students availed themselves in the summer of 1993. UCD also has standing agreements with the People's Republic of China and is working toward new relationships with universities throughout the world. Similarly, CSM has earned admirable recognition for its faculty's overseas activities. This seems all the more impressive because an institution with a select mission for engineering is not automatically expected to take international initiatives. Geological opportunities for research and collaboration, however, have been compelling catalysts.

In many cases, exchange agreements may have been established sometime ago, but are no longer active. Institutions report great variance in the number of active agreements and types of agreements that they have. It seems logical that some institutions with only a few agreements may benefit by drawing upon the experience of those that historically have had more. There are many possibilities for cooperative or consortial approaches to international exchange agreements. The American Council on Education offers a handbook on establishing linkages, which Colorado institutions should be encouraged to utilize.

STUDENT EXCHANGES

Many institutions in Colorado have a history of receiving foreign students that predates the practice of sending students overseas. Nonetheless, study abroad remains a fundamental feature of campus projects and activities. Most institutions offer students a chance to study for a semester or a year abroad. Financial constraints and lack of a tradition within many disciplines, however, are major obstacles. The most important details have to do with the curriculum and related concerns about the quality of the faculty at host institutions. Both institutions and students want to be sure that the academic credits earned overseas are transferable and applicable toward graduation. This concern is so keen for students majoring in the physical or natural sciences that it often deters them from traveling. European experience belies the notion that students specializing in natural or physical science or other fields outside the social sciences ought not to participate in study abroad programs.

There are both one-way and two-way exchanges. In some cases Colorado sends a student and simultaneously receives a student from the foreign university where that student goes. In other cases, Colorado may send a student without receiving one, or receive a student without sending anyone. This may complicate matters, especially with respect to tuition or fee remission policies. Some Colorado institutions participate in the International Student Exchange Program (ISEP), a national enterprise that circumvents some of the thorny problems that arise in administering student exchanges. Under ISEP, a college or university does not have to enroll a foreign student from the host country for every student it sends.

Study abroad programs provide readily apparent advantages for language learning. People often say that the best way to learn a language is to place a student in a situation where no other language is being spoken. This anecdotal wisdom happens to be true. More foreign language students travel abroad than any others. This is true nationally and in the state of Colorado.

The committee identified two traditional driving forces for study abroad programs: 1) interest in foreign language study and 2) supply and demand. As Asian languages become more prominent, it is expected that more travel options to this area of the world will become available for students. At the same time a consortial approach will be the best means of offering programs in Africa, Latin America, and other non-European areas. Committee members have a clear sense that in order to expand study abroad programs institutions need more creative administrative mechanisms on campuses and supplemental funding for students. It may be worthwhile to establish a statewide task force for the expansion of study abroad programs. Study abroad programs also need to focus more on non-traditional, older students.

FACULTY EXCHANGES

Experience shows that there are incentives and disincentives for faculty members to travel overseas. The incentives are often personal, i.e., products of faculty members' own academic interests. Unfortunately, higher education may inadvertently foster disincentives by developing policies in other areas that work against faculty exchanges. In fairness, institutions must struggle

with questions of salary comparability, colleague coverage of courses, or family matters as they seek to convert good proposals into useful experiences.

Expanding international opportunities for faculty development is a "nice idea," but the degree to which faculty members at an institution participate depends on their individual initiative. Faculty members with international academic interests are more likely to travel abroad; others are not.

Colorado enjoys great talent and expertise on the faculty at its public colleges and universities. Faculty members develop tremendous intellectual and practical knowledge through their international work. Upon their return, some of them lend expertise to businesses in the private sector or to state and local government agencies. The international interests of some faculty in the business schools are keen. UCD, for example, ranks among the 25 top universities in the country in the field of international trade. The recent designation of the university's business school as a Center for International Business Education and Research (CIBER) by the federal government illustrates a significant achievement.

To a certain extent, Colorado is missing the boat on faculty development, but some institutions are working conscientiously to encourage more faculty travel and study abroad. The pedagogical gains are obvious, as are the advantages for professional development.

INTERNATIONAL STUDENTS

International students are a tremendous human resource for colleges and universities, even though many institutions do not utilize them. They offer great potential for enhancing the educational experiences of their fellow students, imparting language skills, and forging linkages with the K-12 system. International students can make a direct connection for elementary and secondary school students between the current events they read and hear about on the news, and the places in which they actually occur. Some encouraging linkages of this sort are occurring in Colorado. For example, the University of Southern Colorado is making strong efforts through its involvement in the District 60 Alliance.

The role of international students as teaching assistants is more widespread - and sometimes controversial. This occurs as friction over the language skills of foreign graduate students who are employed as teaching assistants. Some national accrediting agencies have made the language skills of graduate teaching assistants a critical concern for schools and colleges of engineering. Undergraduate students in all disciplines that employ foreign students as instructors regularly raise complaints about an inability to understand classroom teaching due to language difficulties. This increased attention has produced far more careful screening as well as high quality orientation programs which can prepare the foreign TA before he or she enters the classroom.

FUNDING

Current funding for international education comes most often and in the greatest amounts from institutions themselves. In the case of state-supported institutions, this means state monies, be appropriated by the legislature. Federal funding has provided seed money for the institutions. It has served as a catalyst for research related to economic development or other purposes but has never covered all or most of the costs for international education on campus. Although the various federal grant programs which exist are valuable, they all provide either partial funding for start-up costs or individual student or faculty grants. Ongoing, steady financial support from the institutions themselves must be the cornerstone of any commitment to internationalize.

Corporate funding increasingly helps to support international education initiatives on Colorado campuses. These efforts tend to have a language component, a business component, or an area studies focus. At some campuses, there have been fluctuations in the emphasis on international education simply because of the ebb and flow of dollars. There are also significant differences in the ways in which various institutions approach international education; these can be traced to the financial resources that are available.

The committee concludes that there is tremendous potential for cooperative grant proposals or proposal writing. Several national organizations offer prospective funding. Collaborative proposals would seem to have greater potential for success than those proffered by individual institutions. Also, smaller institutions would like to offer more study abroad opportunities, enroll more international students, or increase available options for faculty development, but they lack experience. They would benefit from the knowledge other institutions could share in collaborative arrangements. Most institutions are willing to cooperate more closely in their efforts to secure international education funding.

Higher education already has an established history of cooperation in the field of international education upon which to build. For example, the Educational Advisory Committee of the World Trade Center includes someone from each of the educational institutions in the state within its membership. Metropolitan State College of Denver purchased the license for the World Trade Center, and the Greater Denver Chamber of Commerce is part of the coalition that created it. The center considers student internships just as vital for international education as study abroad programs, and operates on the belief that if it cannot create opportunities for internships it is not really fulfilling its mission. The center also has a seed fund arrangement with corporations that is designed to provide benefits to students throughout the state.

If institutions work harder to coordinate statewide efforts, there will be more possibilities. A number of business schools do this already. Higher education is well advised to engage in dialogue with the corporate community to learn what is needed to prepare students as responsible citizens in Colorado and help position the state better in the international or global economy. There is a special opportunity for businesses to tap into the talent, resources, and expertise on the faculty. Small businesses that are interested in export trade can draw on the resources available through business schools in the state. It is suggested that there should be

approximately ten target sites for study abroad programs and that these target sites might be beneficial for business excursions.

The International Trade Office is developing a strategy for NAFTA. Higher education can assist within the NAFTA region, but also by identifying other sites with good possibilities for international development. Some of the suggested areas are China, Eastern Europe, Australia, New Zealand, and Southeast Asia.

The National Security Education Act (1991) has been funded at between $6 and $10 million. This will increase international educational opportunities for students at all levels. The Institute of International Education (NY) will handle the undergraduate student opportunities. The Academy for Educational Development (DC) will handle the graduate student portion of the funds. Institutional grants are administered by the Department of Defense.

CIBER grants are another form of support, which the Education Department grants to pursue international education. These grants are discipline specific and encourage business schools to integrate international education into their academic programs and activities.

INTERNATIONALIZING THE CAMPUS AND THE CURRICULUM

International education encompasses a wide range of activities in Colorado. Academic Programs primarily involve foreign language instruction and international relations courses, but increasingly spread to other disciplines, e.g., economics and business. An international perspective within any discipline is more likely to invite collaboration. Most institutions have interdisciplinary approaches or will very likely adopt them in the future. Academic degree programs remain comparatively rare. This is due both to human resource limitations (faculty) and the limited flexibility departments have in developing internationalism within their disciplines. Still, there are many opportunities to internationalize the curriculum, not all of which require new expenditures.

International affairs does not stand as a separate discipline on most campuses. Instead, it is more often a program, (e.g., international studies and programs), a collection of programs (area studies and language studies), or an administrative office intended primarily to serve international students (Office of International Education). Interdisciplinary programs of all varieties still struggle for standing. Faculty do not earn tenure in international education, and students seldom major in it as a field (international relations is more often a concentration or emphasis area).

Core courses create the common body of knowledge with which students leave an institution when they graduate. The inclusion of international elements in the general education requirements of an institution sends the strongest signal that a college or university really places a premium on international education. Conversely, their exclusion from the core indicates the opposite.

Interdisciplinary approaches to offering international education programs or courses seem to be an attractive option. The attraction stems from the common interests in international affairs among faculty members from a range of departments or academic areas. However, a special challenge arises, however, in pursuing this route. Interdisciplinary programs need careful consideration in regard to the knowledge they intend to impart. Graduate programs currently reflect this type of consideration better than undergraduate programs.

Telecommunications also warrants discussion in the context of curricular reform, because institutions want to do more in the way of distance learning, the use of satellite technology, and employing computer simulation programs to link students around the world in their learning experiences. Many of these ideas remain in the developmental stage, for reasons of cost among other concerns, but hold great promise for providing more opportunities in the future.

PPCC is setting an example in the field. A group of high schools in Colorado Springs were formerly using Optel to coordinate their course work are now utilizing the instructional television fixed service (ITFS) facility at PPCC to deliver French and Spanish courses. The community college provides an interactive audio arrangement at the high schools and over several semesters has successfully facilitated course work for students at remote sites. Certified personnel serve as classroom monitors, the integrity of examinations is protected by the school districts, and testing is conducted by mail. The college's future plans are to develop additional sites as attendance centers for its own students.

INTERNATIONAL EDUCATION AND CULTURAL DIVERSITY

Internationalism and multiculturalism offer great potential for coalition building, but proponents of the two areas seldom work together. Instead, they frequently operate on parallel tracks and contend with each other over resources. For example, when institutions of higher education initiate cultural diversity programs intended, among other things, to raise the enrollment of underrepresented American ethnic minority students, international education proponents may ask why the same cannot be done for foreign students. Conversely, when faculty or administrators seek tuition waivers for international students, others question why the same cannot be done to boost minority student enrollments.

The curriculum presents another arena for conflict. When asked to adjust or restructure curricula in such a manner as to reflect the historical and cultural backgrounds of all Americans, institutions frequently submit international studies course listings as proof that they have already done the job. Needless to say, such "proof" is unacceptable to proponents of multicultural education.

In contrast, bonds among academic disciplines are stronger when African American studies faculty, for example, tie their work closely to that of their colleagues in African Studies. Similarly, there are natural connections - in addition to important distinctions - between Asian Studies and Asian American Studies programs.

The fiercest disputes occur over financial matters. This seldom unfolds publicly; it is more hidden resentment. Regardless of its rationale or source, this is an unfortunate feature of public higher education. Limited resources are an insufficient justification for enmity between well intentioned groups that should be natural allies.

FUTURE OUTLOOK/FUTURE DIRECTIONS

The first step an institution takes toward internationalism is foreign language instruction. Area studies usually follow. Any institution which enrolls international students must be able to accommodate their special needs. Although in the past further expansion used to depend on size or the resource base of an institution, the incentives to internationalize now are strong even if the resource base is small. In this age of global awareness, every two year and four year institution needs to offer students greater exposure to global teaching and instruction.

Numerous international educational opportunities exist for students and faculty members through national and state level organizations. Most are national in scope and, consequently, more widely known. For example, the current administration has drawn even greater attention to the Rhodes Scholar program. Most people are also familiar with the Fulbright Scholar Program, which provides opportunities for students and faculty members to travel and study abroad. In addition, a number of less well known organizations provide additional opportunities for international education (e.g., Institute of International Education, National Association for Foreign Student Affairs, Council for International Education Exchange, and the Council for the International Exchange of Scholars). The existence of such organizations at the national level and their presence in Colorado in the form of regional offices encourages the idea that statewide collaboration may be a useful instrument for providing more opportunities.

There are some difficulties associated with doing this. One problem relates to the difference between institutional commitments and actions. Inter-institutional collaboration most frequently involves international education directors. Their ability to accomplish great things when acting alone is limited. However, department chairs, academic deans, and senior level administrators can lend them real support. They can provide the resources to do things that will truly enhance the educational experiences of students. At the heart of inter-institutional collaboration is recognition that partnership draws upon the strengths of individual institutions, while accommodating and utilizing their combined strength.

To centralize or not is the basic query confronting campus administrators in mounting or sustaining international programs. Centralization provides visibility, project coordination, student assistance, and faculty support. But it requires resources, a commodity which many institutions lack. Decentralization, on the other hand, allows the pursuit of international education initiatives at the grass roots level, e.g., in academic departments or language programs. Decentralization is more the style in Colorado. CSU, for example, has taken the initiative to pursue foreign linkages through its agricultural programs. The results have been impressive.

The CSU President has shown leadership in promoting international development. Similarly, the Chancellor of UCD has made international education a top priority for his institution, establishing a new office with a director, and using his own position to promote international education across the campus. Similarly, the President and Vice President for Academic Affairs at USC have made international education an institutional priority. The campus report makes this obvious.

More Colorado institutions are now incorporating international education goals and objectives into their strategic planning processes. This marks an important step toward greater progress in the field. To the extent that corresponding emphasis on internationalism becomes incorporated into the planning processes at the school, college, and departmental level, it will become more of a reality for Colorado institutions. Every discipline and every professional school should promote the expansion of international education. They face the challenge of translating useful ideas into meaningful practices.

RECOMMENDATIONS

The Committee on International Education urges:

1) Higher education institutions to develop more consortia or consortial arrangements to further enhance international education in Colorado. Useful efforts would include the expansion of study abroad opportunities for students and faculty and collaboration in writing grant proposals for funding.

2) Governing boards, chief executive officers, and campus administrators to emphasize international education as an institutional priority and an integral component of a student's educational program.

3) The General Assembly to closely examine the economic benefits of promoting international education in Colorado. Possible incentives might include scholarships or the extension of resident student status to more international students. The legislature should also consider the provision of more financial aid to allow Colorado resident students to study overseas.

4) The General Assembly to offer means for providing the technology needed for the growth of foreign language instruction in both elementary-secondary schools and higher education institutions.

5) CCHE to work with the governing boards to reverse the constraints placed by specialized accrediting agencies (e.g., the Accrediting Board for Engineering and Technology) on credit transfers for students who travel abroad.

6) CCHE to collaborate with national and regional organizations (e.g., SHEEO, WICHE, ACE) to monitor international education programs and activities and assist governing boards and institutions in advancing international education on campus.

7) Institutions to utilize international education for the enhancement of K-12 linkages. Simulation programs such as "Model United Nations" or "Model Organization of American States" should be widely implemented.

8) In the context of international exchange agreements, institutions to create more opportunities for students of color to study abroad. Study abroad programs should be expanded to target more non-European countries or sites.

9) Institutions to require that all undergraduate students complete at least one year of foreign language instruction.

10) CCHE and the institutions to work with organizations such as the Colorado Association of Commerce and Industry to develop more cooperative international educational partnerships with the private sector.

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